Mu'tah University
Deanship of the Graduate Studies

An Analysis of the Lesson Plans of Tenth Grade EFL Teachers in Al-Qaser Directorate of Education

By

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A Thesis Submitted to the Deanship of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master of TEFL in the Department of Curricula and Instruction.

Mu'tah University, 2009

Dedication

This work is dedicated
to
My parents,
The source of inspiration and support,
Whose love gave me the strength to move on.
My brother's soul
"Mohammad"
Yazan, Yaqeen, Muthana, Rund, and Jawad
Who supported me all the way.
All my friends.

Ayat Naser AL-Dararjeh

Acknowledgement

I would like to express my sincere gratitude and appreciation to my Supervisor Prof. Majid Al-khataybeh for his consistent encouragement and support during my study. I am deeply indebted for his patience, wisdom and contribution which encouraged me to accomplish this work.

I should always be grateful and sincerely thankful to Dr. Ali AL-Zoubi for his valuable comments and suggestions in improving the thesis. My sincere thanks and appreciation are extended to examination committee for their critical review and valuable discussion.

I am grateful for the help and encouragement of EFL supervisors in AL-Qaser directorate of education for their validation of the instruments of the study. Also my thanks are extended to EFL tenth grade teachers who accepted to be the subjects of the study.

Ayat Naser AL-Dararjeh

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List of Abbreviations

Abbreviations used in the study:

TEFL : Teaching English as a Foreign Language

EFL : English as a Foreign Language

HKJ : Hashemite Kingdom of Jordan

F : Frequencies

P : Percentages

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APPENDIXES

Abstract

An Analysis of the Lesson Plans of Tenth Grade EFL Teachers in Al-Qaser Directorate of Education

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This study aimed to analyze the level of the behavioral objectives formulated by EFL tenth grade teachers in their lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy of the behavioral objectives in AL-Qaser directorate of education ,and its relation to teachers' experience and teachers' academic qualifications, and the domains of the behavioral objectives that EFL tenth grade teachers prefer to formulate in their lesson plans according to their academic qualifications and teaching experience .

The population of the study is the sample of the study comprised of all EFL tenth grade male and female teachers who were (24) during the second semester 2008/2009.They formulated (586) behavioral objectives. Percentages, frequencies and chi-square test (χ^2) were used. The findings were as follows: The highest percentage of the behavioral objectives was (47.95%) in the affective domain.There were statistically significant differences between the formulated behavioral objectives due to teachers' experience, and there were no statistically significant differences due to teachers' academic qualifications. The EFL teachers were (55%) who preferred to formulate the affective objectives in their lesson plans.

الملخص

تحليل الخطط اليومية لمعلمي اللغة الإنجليزية للصف العاشر الأساسي في مديرية تربية القصر

آيات نصر الدرارجه
جامعة مؤتة، 2009

هدفت هذه الدراسة إلى تحليل مستوى الأهداف السلوكية التي يعدها معلمو اللغة الإنجليزية للصف العاشر الأساسي في خططهم اليومية وفقا لتصنيف بلوم وكراثول وسمبسون للأهداف السلوكية في مديرية تربية القصر وعلاقته بمتغيري خبرة معلمي اللغة الإنجليزية للصف العاشر الأساسي ومؤهلاتهم الأكاديمية والمجالات التي يفضل معلمو اللغة الإنجليزية للصف العاشر الأساسي استخدامها في إعداد الأهداف السلوكية في خططهم اليومية حسب مؤهلاتهم العلمية وخبراتهم التعليمية.

وقد كان مجتمع الدراسة هو نفسه عينة الدراسة حيث تكونت من جميع معلمي اللغة الإنجليزية للصف العاشر الأساسي والبالغ عددهم (24) معلماً ومعلمة في مديرية تربية القصر للفصل الدراسي الثاني من عام 2009/2008. حيث أنهم أعدوا (586) هدفاً سلوكيا. ولتحقيق هدف الدراسة تم استخدام التكرارات والنسب المئوية لمستويات الأهداف السلوكية واختبار كاي تربيع. ولقد توصلت الدراسة إلى النتائج التالية: (47,95%) من الأهداف السلوكية كانت في المجال الوجداني. وتشير النتائج إلى وجود فروق ذات دلالة إحصائية بين مستويات الأهداف السلوكية تعزى إلى خبرات معلمي اللغة الإنجليزية وعدم وجود فروق ذات دلالة إحصائية تعزى إلى مؤهلاتهم العلمية. وكان (55%) من يفضلون صياغة الأهداف الوجدانية في خططهم اليومية.

CHAPTER ONE
Theoretical Background

1.1 Introduction

Teacher cannot be in the right direction, his or her conceptions cannot get obvious and he or she cannot clearly find his or her way unless he or she puts in mind specifically defined objectives. The clearly defined objectives are an indicator to the success of the issue that will be hopefully implemented. They are also the determinant of the implementation steps, the basis upon which the evaluation processes are built. When the teacher sets the objectives he or she tries to achieve them, he or she starts conceptualizing what could be produced while doing this job. Then, he or she tries to express these conceptions in the words that identify his or her endpoint; so that he or she can select the best means to achieve these objectives. Since the educational process is one of the most salient societal means to create the good person who is capable of working on reforming the community and achieving its luxury, it is important to shed light on the objective stating process; which leads to the achievement of the community aspirations and desires

Teaching is a planned process that tries to achieve the objectives of a certain curriculum or study topic in order to help the learner acquire some of the skills, directions or themes included in the goals (Kabbadh, 2007). Thus, the teacher should formulate the objectives in a way that reflects the educational goals; which results in creating an educational setting and providing the educational activities and media that help the learner achieve these objectives. This is all called the daily lesson planning process.(Abu-Hola and AL -Momani ,2000, p: 29) defined a lesson plan as" a teacher's own guide to effectively handle the teaching- learning process under the given circumstances, which are unique to each individual teacher". Effective teaching requires clarification and understanding of teacher's goals and preparation of objectives that are to be achieved. Plans for effective teaching have their roots in well prepared goals and objectives. So it is impossible to achieve systematic and measurable results without writing the objectives carefully.

Behavioral objectives play a major role in the process of preparing the lesson by teachers which is in turn the core component of effective lesson plans. If defined and used consistently, they are a highly effective way to indicate, and communicate with others, and specify observable student behaviors. Since the teacher is the key element in implementing the school curriculum and the director of all learning - teaching processes. All universities, colleges and educational institutions are concerned with preparing teachers, trying to develop their educational, professional and academic competencies, teaching them what the general and specific objectives of teaching in all educational levels, making them practice the

lesson preparation process through the teaching methodologies subjects, teaching them how to elicit the curriculums' general objectives into unit specific objectives and even subject-matter specific objectives from which the teacher shall deduce the appropriate educational activities and media; in addition to the mechanism of evaluating the lesson objectives (Abu-Hola and AL-Momani ,2000).

The Ministry of Education in the Hashemite Kingdom of Jordan emphasized on the behavioral objectives approach to be used by teachers and emphasizing through the training activities and courses, the mechanisms of lesson preparation, behavioral objectives setting, and evaluation. As for the educational supervisors, they find that stating the behavioral objectives is a reference tool that monitors the teachers' performing of the lesson plan. It can also be used as an evaluative tool for the teaching - learning processes. This is obvious through the educational supervisors' visits to the teachers in their classrooms, their monitoring to the teachers' daily preparation notebooks, and their observation to the lesson plans, the methods of teaching, and procedures, and their documentation to this visit by signing the daily preparation notebooks (AL-Khawaldeh, 2006).

Zaytoun and Zaytoun (1995, p: 28) defined the educational objective as "the statements that describe the expected outputs or outcomes in all dimensions of the human character for any educational system (whether regular or irregular) in a certain community". (AL-Khataybeh, 2002, p: 103) defined the behavioral objectives as "a linguistic statement that describes a certain behavior, that is concrete and measurable which is expected from the learner to apply by the end of the teaching–learning activity."(Mager ,1975, p: 11) defined an objective is "a description of a performance the teacher wants learners to be able to exhibit before they consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself ". Objectives that are used in education, sometimes are known as learning objectives, behavioral objectives, instructional objectives, or performance objectives are terms that refer to descriptions of observable student behavior or performance that are used to make judgments about learning the ultimate aim of all teaching (Kizlik,2007). (Amera ,1991, P: 21) defined the behavioral objective as "the statement that describes the desired change in the individual's level of experience or behavior when he/ she successfully ends a particular educational experience. This change should be measurable and assessable".

After reviewing the above-mentioned definitions, the researcher defines the behavioral objective as a carefully and clearly formulated statement that describes the desired noticeable and measurable change in the learner's behavior through a number of teaching and learning processes

within a limited period of time. Based on the foregoing, it is obvious that the general objectives are the cornerstones of the educational process that the communities try to achieve through their institutions due to being the determinant that directs the efforts of the educational field professionals and helps them plan and monitor the curriculum.

The educational objectives; in general, and the behavioral ones; in particular, have an anticipated influence upon all the dimensions of the educational process. Due to the importance of the educational objectives, they were tackled, analyzed and classified in details by the experts and professionals. They represent a major cornerstone that helps the teacher selecting the content, teaching methods, teaching media and the appropriate learner evaluation tools and questions. Effective teaching outcomes might be achieved through the accurate and systematic formulation of the behavioral objectives (Yahya and AL-Manoufi, 1995).

Educators introduce a lot of classifications of the behavioral objectives that emphasize on classifying them into many domains and levels. Bloom's taxonomy of the cognitive domain, Krathwohl's taxonomy of the affective domain, and Simpson's taxonomy of the psychomotor domain are easily understood and probably the most widely applied today. Bloom proposed the cognitive domain, Krathwohl and Bloom proposed the affective domain, and the psychomotor domain was proposed by Simpson (Kabbadh, 2007).

The cognitive domain that refers to intellectual learning and problem solving, cognitive levels of learning include: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson and Krathwohl, 2001)The affective domain refers to the emotions and value system of a person .Affective levels of learning include: receiving phenomena, responding to phenomena, valuing, organizing, and internalizing values (Krathwohl, Bloom and Masia, 1973) .The psychomotor domain refers to physical movement characteristics and motor skill capabilities that involve behaviors requiring certain levels of physical dexterity and coordination .These skills are developed through repetitive practice and measured in terms of speed, precision, distance, procedures, or execution techniques. Psychomotor levels include: perception, set, guided response, mechanism, complex overt response, adaptation, and originality (Simpson, 1972).

In the school, teachers are dealing with goals and objectives that are used synonymously. Goals are broad and general statements, sometimes vague in meaning, which generally shape the character of an educational program. They guide the teacher in stating the instructional objectives of the unit (Abu-Hola andAL-Momani, 2000).

Hendam (1981) found that the importance of identifying the objectives lies in the great role they play in identifying and selecting the previous educational experiences, selecting the appropriate activities and procedures for the lesson and conducting the evaluation process. (Sa'ada,

1991) added that the importance of these objectives lies in the fact that the teacher uses them as a guide while planning for the lesson, they help the teacher compose the test questions quickly and easily and they enable him/ her break down the educational content into small parts that can be effectively and clearly taught and explained.(Abu -Alam ,1987) said that the objectives identify the learning direction and outcomes and help find the correlation between students' results and lesson content.

Many educational practitioners pointed out the existence of several common weaknesses in stating the behavioral objectives (Gronlund and Brookhart, 2008):

1. The objective is being too broad; not specific.
2. The objective includes more than one learning outcome in a single objective.
3. The objective describes the teacher's behavior instead of the learning outcome and student's behavior.
4. The objective is immeasurable verb.
5. The objective describes the learning process instead of its outcomes.
6. The objective does not specify the minimum level that should be achieved.
7. Not to mention how to achieve the objective.
8. Identifying the learning subjects instead of its outcome.
9. Some phrases can be eliminated; such as "the student should be able to…"

This study looks into the reality of dealing with the behavioral objectives stated by the English language teachers working with the tenth grade in their daily preparation plans in Al-Qaser Directorate of Education.

1.2 Statement of the Problem

Teaching English language seeks to achieve a number of objectives that go around all learners acquiring and developing the academic mental and manual skills; besides all appropriate tendencies, directions and values. Despite the interest of the educational institutions in the objectives of English language teaching in terms of knowledge, implementation and monitoring, the disability and failure in the learning outcomes are still there. (Hattab ,1989) referred that it is difficult to change the mentality of those responsible for educating the coming generations (decision- makers and curriculum designers). He also found that the educational renewals like implementing the behavioral objectives are not applied within the Arab schools the way they should be because the educators are familiar with specific approaches and styles in the educational process.

There is no doubt that the tenth grade is an important phase for the student's future career, as the point where the student identifies his or her stream (whether academic or vocational). It is also obvious that the teacher is the cornerstone of the educational process, the real executive of the curriculum inside the classrooms. So, in order for the teacher to carry out

the role assigned to him or her in the best possible manner, he or she should have clear definite written or mental objectives. Formulating the behavioral objectives is considered as a major and significant link in the chain of lesson planning procedures and an indispensable element in the teacher's success in giving his or her lesson inside the classroom.(AL-Khawaldeh, 2006) referred to the fact that tenth grade English language teachers were not interested in formulating the objectives and identifying the evaluative means, time allocations and home works distribution; in addition to lesson personal evaluation and the gap between theoretical plans and their implementation inside the classroom.

Also through the researcher's contact with English language teachers in Amman Second Directorate of Education and her contact with her colleagues, she found that some EFL teachers faced difficulties in stating the behavioral objectives of their lesson plans. There is weakness in the abilities of stating the behavioral objectives by emphasizing on the cognitive domain and ignoring the affective and the psychomotor domains. They complain that stating behavioral objectives is a complicated task, a waste of time and their supervisors do not develop a checklist for determining accurately the suitable level of the behavioral objectives. These assumptions led the researcher to conduct this study to originate this in a descriptive and analytical manner to shed light on the levels of behavioral objectives which are formulated by EFL tenth grade teachers in their lesson plans according to Blooms' taxonomy of the cognitive behavioral objectives, Bloom's and Krathwohl 's taxonomy of the affective behavioral objectives ,and Simpson's taxonomy of the psychomotor taxonomy, and the preferred formulated domains of the behavioral objectives in EFL tenth grade teachers' lesson plans according to their academic qualifications and teaching experience .were not documented in the literature of the Directorate of Education in Al-Qaser Province .

1.3 Significance of the Study

The significance of this study lies in the fact that it accounts the aspects that were not tackled by the studies that address the educational objectives issue (AL-Kandari ,2006 and AL-Mouaiqel, 2004);in general and the behavioral objectives; in particular, in the Directorate of Education in Al-Qaser. This study comes in response to all recommendations and suggestions included in the previous educational studies (AL-Khawaldeh, 2006 and Kabbadh, 2007) recommended conducting more researches in the field of educational objectives. This study is looking into the levels of stating the behavioral objectives of teaching English language for the tenth grade in the Directorate of Education in Al-Qaser Province. This study is expected to help EFL supervisors and teachers to grip with the strength and weakness of the existing lesson plans. On the basis of this, they can be more aware of the level of behavioral objectives in EFL tenth grade

teachers' lesson plans to be taken into consideration when training EFL teachers in both pre-service or in-service educational programmes.

1.4 Purpose of the Study

This study aims to achieve the following purposes: investigating the level of behavioral objectives that are formulated by EFL tenth grade teachers in their lesson plans according to Bloom's ,Krathwohl's, and Simpson's taxonomy of behavioral objectives in Jordanian public schools in AL-Qaser Directorate of Education, investigating the effect of EFL tenth grade teachers' experiences on the level of stating behavioral objectives in their lesson plans, investigating the effect of EFL tenth grade teachers' academic qualifications on the level of stating behavioral objectives in their lesson plans ,and determining the preferred formulated domain of the behavioral objectives in EFL tenth grade teachers' lesson plans according to their academic qualifications and teaching experience .

1.5 Questions of the Study

This study attempts to answer the following questions:

1. How are the behavioral objectives distributed in the formulated EFL tenth grade teachers' lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy of behavioral objectives in Jordanian public schools in AL-Qaser Directorate of Education?
2. Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans ($\alpha \leq 0.05$) attributed to teachers' experience?
3. Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans ($\alpha \leq 0.05$) attributed to teachers' academic qualifications?
4. What are the domains of the behavioral objectives that EFL tenth grade teachers prefer to formulate in their daily lesson plans according to their academic qualifications and teaching experience?

1.6 Definition of Operational Terms

For the purpose of this study, the researcher adopts the following definitions of terms:

Behavioral Objectives

A description of a performance the teacher wants learners to be able to exhibit, an intended result of instruction, rather than the process of instruction itself. The behavioral objective should meet the following criteria such as the condition for learning, measurable and observable behaviors and the minimal level of performance required (Mager, 1975).

Behavioral objectives which are investigated in this study are the specific, measurable, short-term, observable student behaviors, which are formulated by EFL tenth grade teachers in their lesson plans according to Bloom's , Krathwohl's, and Simpson's taxonomy of behavioral objectives that analyzed by the table of classifying the behavioral objectives into domains and levels of the domain.

Bloom's taxonomy

A classification was developed in (1956) by Benjamin Bloom of levels of intellectual behavior in learning. This taxonomy contained overlapping domains: the cognitive, the affective, and the psychomotor which was developed by (Simpson, 1972).In this study, Bloom's taxonomy is a tool to analyze the objectives that are formulated by tenth grade EFL teachers in their lesson plans according to the Cognitive, psychomotor, and affective domains of knowledge

Cognitive domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes recalling or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills (Bloom, 1956). The cognitive domain which is investigated in this study is the behavioral objectives which its purpose is the intellectual learning and problem solving. Cognitive levels of learning include: remembering, understanding, applying, analyzing, creating, and evaluating, that are formulated by EFL tenth grade teachers in their lesson plans.

Affective domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. (Krathwohl, Bloom, and Masia, 1973). The affective domain which is investigated in this study is the behavioral objectives which aim to change attitudes/behavior rather than to transmit/process information that are formulated by EFL tenth grade teachers in their lesson plans.

Psychomotor domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution (Simpson, 1972). The psychomotor domain which is investigated in this study is the behavioral objectives have cognitive/affective elements, which focus on the motor skill development that are formulated by EFL tenth grade teachers in their lesson plans.

Tenth grade

It is the highest class of the basic stage. The students are about sixteen years old. They have spent ten years studying English language according to the regulations of the Ministry of Education in Jordan.

Lesson plan

It is a systematic and elastic guide of the teaching- learning process that includes behavioral objectives, strategies, tools, evaluation, and time (AL-Khataybeh ,2002). The lesson plans which are investigated in this study are daily planning notebooks that EFL teachers formulated their behavioral objectives to tenth grade students in AL-Qaser directorate of education during the second semester 2008/2009.

1.7 Limitations of the study

This study is limited to the following:

1. The analyzed behavioral objectives that are formulated in the lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy.
2. All EFL tenth grade male and female teachers with varied experiences and academic qualificatinss in Jordanian public schools in AL-Qaser Directorate of Education during the second semester 2008/ 2009.

CHAPTER TWO
Review of Literature

This chapter is divided into two sections; theoretical framework and the related literature.

2.1 Theoretical framework

Due to the importance of the educational objectives and their great influence upon the educational setting, they were tackled, analyzed and classified in details by the experts and professionals (Bjerstedt, 1998). The educational objectives form the bases and dominant directors of all educational institutions, programs and practices. Through an analytical reading for the general objectives of the tenth grade English language curriculum, we find that they reflect the modern thinking philosophy that is a student-centered approach; considering that the teacher's role is just creating an appropriate educational setting that helps the learner to acquire the concerned knowledge, skills, values, directions, tendencies and interests in a functional manner.

Setting the objectives constitutes a major step in designing, implementing and evaluating the educational programs (AL-Harbi, 2000). The general objectives are formulated in a way that identifies what the students should learn during their comprehensive study of an educational program (Abu-Hola and AL-Momani, 2000).The general goals of teaching English language can be formulated to help the learners acquiring the mental and scientific facts, concepts and skills; besides help the learners to develop the directions, values, interests and tendencies in a functional manner, which can be achieved on the long run. As for the educational objectives, they are short-term objectives that identify what the learner should learn from studying a certain unit or curriculum. Formulating the educational objectives at this level shall be more specific and definite. The behavioral objectives; on the other hand, specify what the learner should learn from studying a certain subject or lesson; they are short-term objectives that are formulated in a clear and definite behavioral manner that can be noticed and measurable. They can be expressed by a statement that reflects the behavior or performance the learner should show after going through the educational experience.

The literature refers to the existence of several contradicting viewpoints between the supportive and conservative regarding the usefulness of the behavioral objectives. The supportive group finds that the behavioral objectives contribute to the design of teaching, facilitate the learner's learning, help teachers to improve their performance, help to evaluate the students in an exact and definite manner, contribute to the improvement of the academic achievements and represent one of the means of communication between the teachers and other individuals interested in teaching issues (Zaytoun, 2001).

Some educators are against using the behavioral objectives based on the pretext that some education's general objectives cannot be measured (Rayan, 1986). They also claim that these objectives emphasize on the direct educational outcomes; ignoring the indirect long-term ones (Al-Huwaidi, 2005). They also see that teachers can still be successful in their career without preparing their lessons in advance. In their opinion, the effort exerted by the teacher is just useless (Faraj, AL-Mihi, salameh, and AL-Shatti 2003).

(Zaytoun, 2001) found that writing the behavioral objectives in the lesson plan is just a formality; as their effectiveness in improving the academic achievement is doubtful; compared to the formulation of other objectives. As for the supporters, they see that it is possible to select and formulate behavioral objectives that emphasize on the long-term learning outcomes and the deep aftermath that leaves some space for the innovational and creative thinking; which indicates the possibility of formulating the behavioral objectives on the high thinking levels (Al-Huwaidi, 2005).

This also means that the teacher can still be successful without preparing a prior teaching plan; yet, the teacher can be more successful and innovative if a teaching plan is prepared; as this prevents him/ her from improvisation in teaching, limits the mistakes committed there in and helps the teacher to organize his/ her ideas and the time he/ she shall allocate to each single teaching objective (Aboderin and Thomas, 1996).

So, there is nothing wrong with the behavioral objectives themselves; yet, the problem lies in the negative tendency of some teachers towards not putting these objectives into practice. Some studies (AL-Baqmi, 2001), (Umoren and Ogong, 2006) revealed the existence of some significant differences in achieving teaching objectives; in favor of those using the behavioral objectives in their teaching. Many studies proved the effectiveness of providing the students with these objectives in their academic achievements; compared with their peers who were not provided with these objectives (AL-Sharqawi, 1996).

Professionals worked hard to classify the behavioral objectives; so that they deal with the three main domains of behavioral objectives, each one of them is divided into different levels of complexity: Bloom's taxonomy of the cognitive domain, Krathwohl's taxonomy of the affective domain, and Simpson's taxonomy of the psychomotor domain.

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills there are six major categories, starting from the simplest behavior to the most complex:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure through executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Anderson and Krathwohl, 2001).

Krathwohl, Bloom and Masia (1973) mentioned that the affective domain includes the manner in which dealing with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are:

1. Receiving Phenomena: Awareness, willingness to hear, selected attention.
2. Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
3. Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.
4. Organizing: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.
5. Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

1. Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

2. Set: Readiness to act which includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
3. Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
4. Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
5. Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.
6. Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.
7. Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. (Simpson, 1972).

Teaching process also entails an innovative effort and a well-organized sound thinking that can create the suitable educational setting through which the learner can acquire the knowledge, the academic mental skills, values, directions and tendencies. The plans can be different; as in the yearly plan and semester plan which are long-term ones, the unit plan which is a medium-term one and the daily lesson plan which is a short-term one (Faraj et al., 2003). Each of these plans has specific steps and methodologies to be prepared and written down. Our concern here is the daily lesson plan.

The lesson is a period of teaching –learning process in a limited time to achieve the previous prepared cognitive, affective, and psychomotor objectives. Preparing lesson plan is the most important task in teaching (AL-Khataybeh, 2002). The lesson Plan is defined as teacher's own guide to handle the teaching-learning process under the given circumstances effectively, which are tactic to each individual teacher. It includes: basic information: subject, title, class, date, total number of sessions, and time estimate of the unit and the lessons. Resources: instructional and illustrative materials, and listing the community resources. Purposes of lessons: listing general and specific objectives for the unit in lesson plans, and use of behavioral terms in the statement of objectives. Introduction to the lesson: preview as well as review, using of pre-test lesson for testing the previous knowledge, and using of story, discrepant events demonstration and problematic (Taimeh, 2000).

Development of the lesson: steps in development, major activities, other brief activities, developing questions, trying to meet individual needs, and application. Closure: testing questions, self evaluation and, references

(Taimeh, 2000).Lesson planning enables the teacher to present material in a more logical, systematic, and effective way. Keep the developmental level of those who we plan to teach in mind. To obtain adequate samples of the subject matter to be thought and the instructional objectives to be achieved. Save more time, effort, and even money. To ensure better instruction especially in the first class session. This avoids frustrating and embarrassing situations. Reveal teacher's personality. Provide teachers with a better opportunity to try out his / her ideas. Foster self confidence, persistence, security, and individual pride in one's work. This further reduces fatigue, fear and even stress (Abu-Hola and AL-Momani, 2000).

For most teachers, learning objectives is central to all lesson plans that refer to descriptions of observable student behavior or performance that are used to make judgments about learning - the ultimate aim of all teaching. A well constructed learning objective describes an intended learning outcome and contains three parts, each of which alone means nothing:

1. The conditions that is a statement that describes the conditions under which the behavior is to be performed,
2. A verb that is an action word that connotes an observable student behavior. There are nonfunctional verbs that cannot be measured or are redundant, they should be avoided when writing objectives: able to, shows interest in, appreciate for, knows, aware of, has knowledge of, capable of learns, comprehends, memorizes conscious of, understands, familiar with, and will be able to.
3. The degree (criteria) that is a statement that specifies how well the student must perform the behavior. If any one of these three components is missing, the objective cannot be achieved accurately.

The behavioral objectives are the focal point of a lesson plan. They are a description of an intended learning outcome and are the basis for the rest of the lesson. They provide criteria for constructing an assessment for the lesson, as well as, for the instructional procedures the teacher designs to implement the lesson. The behavioral objectives determine the criteria for any assessment rubric.

Without an objective that clearly communicates specific student behavior or performance, it is difficult, if not impossible to determine exactly what a particular lesson is supposed to accomplish.(Kizlik ,2007).The behavioral objectives help the teacher to become more precise in his/her teaching. Clarify exactly what is expected. The teacher plans more carefully because he or she knows what performance his or her students should display after finishing a lesson, or a unit. The teacher knows what materials are needed and is able to give more specific help to students in directing them to outside sources of information. To write the behavioral Objectives teacher should focus on student Performance not teacher performance, focus on product - not process , focus on terminal

behavior - not subject matter ,include only one general learning outcome in each objective (Abu-Hola andAL-Momani, 2000).

2.2 Review of Related Literature

AL-Sha'wan andAL-Jaber (1989) conducted a study analyzing the behavioral objectives in 120 lesson plans of social studies at the basic and intermediate stage in the Kingdom of Saudia Arabia. The results of the study showed that the behavioral objectives in the curricula of the educational ministry weren't inclusive, not formulated in a general way, some of teachers couldn't distinguish between the general and specific objectives, and some of lesson plans didn't have any objectives.

AL-Rajeh (1992, cited in AL-Mouaiqel, 2004) conducted a study investigating the difficulties that face teacher's applying of the behavioral objectives from teachers' points of view. The results of the study showed that the problem is related to the curricula that emphasize on the educational material, an enormous size of the curricula make the process of applying the behavioral objectives in affective and psychomotor domain very difficult, and teachers emphasized on the cognitive activities, ignoring the educational activities that are related to the behavioral objectives in the affective and psychomotor domain.

AL-Harbi (2000) conducted a study analyzing the behavioral objectives written by Math's teachers of the primary stage, and the level of writing the behavioral objectives in their lesson plans. The sample comprised of (150) teachers they had a test, and analyzed (45) lesson plans. The result of the study showed that the behavioral objectives formulated by math's teachers were accepted (60.64%), the level of writing the behavioral objectives in their lesson plans was very weak (39. 6%).the variables: experience and the training courses didn't have any impact in writing the behavioral objectives in their daily lesson plans.

AL-Baqmi (2001) conducted a study analyzing the behavioral objectives stated by biology teachers of the secondary stage, and the levels of objectives. The sample comprised of (40) teachers in AL-Taief in the kingdom of Saudia Arabia. The results of the study showed that the behavioral objectives stated by biology teachers of the secondary stage was good (70.15%), biology teacher's knowledge of the domains of objectives was good (78.12%), the levels of objectives was good (75.5%), and using of the behavioral objectives was very good (84.25%).

Engida (2002) conducted a study investigating the general objectives of the curriculum, scientific content, methods of teaching, and the ability of achieving the objectives during the teaching-learning process. The researcher analyzed the chemistry curriculum of seventh grade in Ethiopian schools, made many interviews with teachers, and applied a questionnaire. The researcher mentioned that the results of the educational researches had an impact on the policies of the general objectives but its impact on the content and the methods of teaching weren't accepted to the teachers.

Yilidrim (2003) assessed Turkish elementary teachers' planning practices, influences, problems and effectiveness. A questionnaire was designed to explore (1194) experienced and less experienced primary school teachers' perceptions of their planning. The results of the study showed that teachers mostly depended on their own experience, the national curriculum, and the course textbooks in doing their plans whereas the principals' and inspectors' guidance appeared to have the least influence. In daily planning, teachers assigned the highest level of importance to students' characteristics and the availability of learning materials, and the lowest level of importance to evaluation procedures and writing objectives. The main problems teachers faced in planning were the gap between the lesson plans and classroom needs; the gap between the curriculum and the students' background and the school environment; using a standard and detailed format for preparing plans; shortage of time and resources; insufficient support from supervisors and administrators; the lack of cooperation among teachers; writing behavioral objectives; specifying evaluation methods; outlining content in detail and planning lessons for students with varying characteristics.

AL-Mouaiqel (2004) conducted a study to analyze the behavioral objectives that are formulated by teachers of Islamic sciences and Arabic language in their lesson plans in the secondary stage in Riyadh into their domains, levels and the errors in formulating them. The researcher analyzed 100 lesson plans. The study revealed that the behavioral objectives emphasized on the cognitive domain, after analyzing them the cognitive objectives emphasizing on the lower thinking levels (remembering, understanding, and applying). And there were some errors in formulating objectives.

AL-Kandari (2006) conducted a study aimed at analyzing the behavioral objectives in science teacher's daily preparation lesson plan notebook in the state of Kuwait, 3489 behavioral objectives derived from 506 lesson plans. The study also considered the effects of gender and teaching grade (elementary, intermediate, secondary schools). The results of the study showed cognitive objectives have a very high frequency (91.22%) among the behavioral objectives in science teachers' daily lesson plan, and this is true for all level grades, regardless of teachers' gender.

AL-Khawaldeh (2006) investigated EFL tenth grade teachers' lesson plans in terms of the appropriateness of instructional objectives, instructional methods and procedures, evaluation methods, time distribution, assignments and notes. The sample of the study consisted of 101 EFL tenth grade teachers' lesson plans. The researcher developed two evaluative techniques: a checklist for analyzing EFL tenth grade teachers' lesson plans and a number of interviews conducted with 60 EFL tenth teachers. The findings of this study revealed that EFL tenth grade teachers were interested in setting their methods of teaching, procedures and activities though they did not state them appropriately. The results also

revealed that they were less concerned about setting other components. The findings did not show any statistical differences between experienced and less experienced EFL tenth grade teachers regarding the appropriateness of their lesson plans. Interviews with 60 EFL tenth grade teachers revealed that the problems that they faced when planning for their lessons were the lack of time, resources and collaboration among EFL teachers, considering individual differences, stating instructional objectives, activities and evaluation methods, gap between the lesson plans and their implementations in the classroom.

Kabbadh (2007) conducted a study analyzing the behavioral objectives in Islamic religion, Arabic language, Maths, and Science lesson plans of teachers at Mekkah AL-Mukaramah schools .Frequencies, means, percentage and T.Test were used in analyzing the research data. The result of the study showed that teachers in Mekkah give more attention to the behavioral objectives during preparing their lesson plans, (29.5%) of the study sample couldn't differentiate between the general and the specific objectives, (90.9%) of the objectives were in the cognitive domain, (50%) of the behavioral objectives were at the memorization level, (10%-23%) of the objectives included different formulating mistakes. The academic qualification wasn't an effective variable as of formulating the objectives at four levels, and the grade taught was not an effective variable for objectives at three levels.

Reviewing the relevant literature, the researcher noticed that there is little research in the area of analyzing the behavioral objectives formulated by EFL tenth grade teachers. Having a look at the mentioned literature, we find that it draws up on the different aspects of the general educational objectives and several of behavioral objectives. These studies revealed that some of teachers in many specializations couldn't distinguish between the general and specific objectives, EFL teachers emphasize on the cognitive behavioral objectives ignoring the affective and psychomotor objectives, they assigned the highest level of importance to students' characteristics and the availability of learning materials and the lowest level of importance to evaluation procedures and formulating behavioral objectives, EFL teachers face some difficulties in stating the behavioral objectives in their lesson plans (Yilidrim,2003,AL-Khawaldeh,2006) , how they are selected and formulated the behavioral objectives in many specializations; on all educational levels (AL-Harbi , 2000, AL-Kandari , 2006 and AL-Mouaiqel, 2004). The researcher made much use of the literature; particularly, the different analytical styles of objectives and the procedures of implementing the study. Despite the similarities between this study and the literature, this study is distinguished in that it identified the levels of the domains and the domains of the behavioral objectives in the daily lesson plan. And thus, it is considered one of the few studies that tackle teaching experience and academic qualification variables in formulating the behavioral objectives and the preferred domains of the behavioral objectives that EFL tenth grade

teachers formulated in their daily lesson plans according to their academic qualifications and teaching experience.

CHAPTER THREE
Design and Methodology

This chapter includes a detailed description of the population, the sample, the design, the instruments, the procedures of the study as well as the validity and the reliability of the instruments and the statistical analyses.

3.1 Population of the study

The population of the study consists of all EFL tenth grade teachers who were (24) male and female according to the statistics of AL-Qaser Directorate of Education, (203) sheets of lesson plan imply (586) behavioral objectives while the statistical mean of the behavioral objectives was (2) for "module four" in Jordanian Opportunities curriculum all of which was written in the second semester 2008/2009 in Jordanian public schools in AL-Qaser Directorate of Education.

3.2 Sample of the study

The sample of the study and the population of the study are the same along with the lesson plans sample of teachers consists of 24 male and female EFL teachers and sample of (586)behavioral objectives .

3.3 Design of the study

This study was descriptive and content analysis study. There were two independent variables and one dependent variable: teachers' experience and academic qualifications. The dependent variable was stating the behavioral objectives that were measured by Chi-Square test ($\chi2^{)}$, Percentages and frequencies of the domains and the levels of the domains of the behavioral objectives. The descriptive statistics is depending on collecting, classifying, analyzing, and translating data in order to reach to the correct deductions. Content analysis is classifying the data of the content into elements and categories (AL-Matlas, 1997, p: 32-34).The analytical categories of the study included: the domains of behavioral objectives and the levels of the domains of the behavioral objectives. The analytical unit was the statement unit (the objectives in the lesson plan) that the researcher accounts the frequencies of objectives then analyzed them according to the analytical categories to find the percentages.

3.4 Instruments of the study

For the purpose of the study, the researcher used two analytical instruments which included a checklist for analyzing the behavioral objectives of the participant EFL tenth grade teachers' lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy of the behavioral objectives consists of three domains the cognitive domain includes six levels, the affective domain consists of five levels, and the

psychomotor domain includes seven levels (Appendix III)and entries of frequencies and percentages. The second instrument was a set of interviews consisted of one open-ended question (Appendix I) about the preferred domain that EFL tenth grade teachers formulated in their lesson planning process according to their academic qualifications and teaching experience.

3.5 Procedures of the study

1. After the researcher had the permission of Mut'ah University and its approval to the Ministry of Education to conduct this study (Appendix IV), the researcher consulted AL-Qaser Directorate of Education to provide her with the EFL tenth grade teachers and their schools' names and locations.
2. The researcher collected the participants' lesson plans (Appendix II) to analyze the behavioral objectives by the checklist formulated on the basis of Bloom's, Krathwohl's, and Simpson's taxonomy of behavioral objectives (Appendix III).
3. Each lesson plan that consisted of behavioral objectives was analyzed according to the checklist formulated on the basis of Bloom's, Krathwohl's, and Simpson's taxonomy of behavioral objectives, and researcher with the co-analyst analyzed the behavioral objectives stated by EFL tenth grade teachers. Each lesson plan was analyzed according to the content analysis checklist by taking each behavioral objective and classified it to the suitable domain and level of the behavioral objectives and writes the frequencies to find the percentages of each one.
4. The researcher conducted (24) interviews with all EFL tenth grade teachers by asking them about the preferred formulated domain of the behavioral objectives according to their academic qualifications and teaching experience .and writing their answers in the interview model, the average length of the interview was about 10 minutes.

3.6 Validity

The researcher analyzed the content of the checklist of the behavioral objectives in the lesson plans twice by a period of one week Pearson correlation coefficient for the two analysts was calculated to be (0.83) between the two analysis which was considered suitable and sufficient for conducting this study. As for the validity of the interview's question, a group of specialized EFL professors, EFL supervisors, and EFL teachers. After reading the returned forms of the interview their comments were taken into consideration when coming up with the interview's question EFL supervisors and EFL teachers established the validity of the interviews.

3.7 Reliability

The reliability of the instruments was ensured by co-analysis of the behavioral objectives of the participants' lesson plans. The researcher and the experienced English language supervisors did an analysis of some lesson plans to ensure agreement between them in the analysis process by the calculated Hollesty between the researcher and the co-analysis which was accordingly 82% and 86% .To ensure the reliability of the interviews some of the interviews summarized and sent back to the interviewees in order to ensure that their comments will be taken into consideration.

3.8 Statistical analyses

To accomplish the purpose of the study, and to answer the questions of the study the researcher used:

1. Percentages and frequencies of the levels of the behavioral objectives to analyze the behavioral objectives distributed in the formulated EFL tenth grade teachers' lesson plans by using a checklist built according to Bloom's, Krathwohl's, and Simpson's taxonomy of behavioral objectives in Jordanian public schools in AL-Qaser Directorate of Education
2. A chi-square test (χ^2) to investigate if there are any statistically significant differences according to the domains and levels of the domains of behavioral objectives due to EFL tenth grade teachers' experience and academic qualifications to answer questions "Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans ($\alpha \leq 0.05$) attributed to teachers' experience?" and "Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans ($\alpha \leq 0.05$) attributed to teachers' academic qualifications?".
3. For the analysis of the interviews, percentages were obtained for the question used in the interview. EFL tenth grade teachers' responses were summarized then coded along side with the question of the interviews to allow for them to emerge. Responses were categorized and ordered in terms of importance.

CHAPTER FOUR
Findings and Discussions

4.1 questions of the study:

This chapter deals with the findings and their discussions of the questions of the study.

Findings related to the first question: "How the behavioral objectives are distributed in the formulated EFL tenth grade teachers' lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy of behavioral objectives in Jordanian public schools in AL-Qaser Directorate of Education?"

To answer this question, frequencies and percentages were calculated and presented in table (1).

Table (1)
Frequencies and percentages of the formulated behavioral objectives

The domains	Frequencies	Percentages
Cognitive	223	38.05 %
Affective	281	47.95 %
Psychomotor	82	13.99 %
Total	586	100 %

Table (2) frequencies and percentages were calculated and presented in the checklist of the levels of the domainsof the behavioral objectives.

Table (2)
The checklist of the levels of the domains of the behavioral objectives

Domains and levels of objectives	Frequencies	Percentages
Cognitive domain		
To remember	35	15.69%
To understand	33	14.8%
To apply	38	17.04%
To analyze	55	24.66%
To evaluate	32	14.34%
To create	30	13.45%
Affective domain		
To receive	27	9.61%
To respond	51	18.14%
To value	98	34,87%
To organize	26	9.25%
To internalize	79	28.11%
Psychomotor domain		
To percept	8	9.75%
To set	11	13.41%
To guide response	14	17.07%
To do skill normally	25	30.48%
To do skill professionally	5	6.1%
To adapt	10	12.2%
To originate	9	10.97%

The findings related to this question revealed that the affective objectives got the highest percentage (47.95%) in the analysis of the behavioral objective that EFL tenth grade teachers formulated in their lesson plans, after that comes the percentage of the cognitive objectives finally; the psychomotor objectives got the lowest percentage. These results

could be attributed to the teachers' concentration on creating a warm friendly atmosphere in their classrooms, creating a social interaction between students and their teachers as well as among the learners themselves and the learners and surroundings. The role of collage of education shifted from the teacher centered to students centered that most of teachers are recently appointed teachers who transmitted and applied what they have learnt in their university studies in their teaching-learning process and the role of the Ministry of Education in developing the recently appointed teachers by the training courses on how to teach, and formulating the objectives. These results weren't consistent with findings of (AL-Rajeh ,1992) and AL-Mouaiqel (2004), who found that the teachers concentrated on the cognitive objectives and ignoring the affective and psychomotor objectives.

Findings related to the second question:"Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans (α≤0.05) attributed to teachers' experience?"

To answer this question, percentages and frequencies were calculated and presented in table (3).

Table (3)
Frequencies and percentages of the behavioral objectives domain according to teachers' experience

The behavioral objectives domain	Teachers' Experience						Total	
	4 and less		5-8		more than 8			
	f	P %	f	P %	f	P %	f	P %
Cognitive domain	86	38.56	96	43.05	41	18.38	223	38.05
Affective domain	135	48.04	88	31.31	58	20.64	281	47.95
Psychomotor domain	47	57.03	31	37.80	4	4.87	82	13.99
Total	268	45.73	215	36.66	103	17.57	586	100

Table (4) frequencies and percentages were calculated and presented in the checklist of the levels of the domainsof the behavioral objectives according to teachers' experience**.**

Table (4)
The checklist of the levels of behavioral objectives domain according to teachers' experience

The behavioral objectives	Teachers' Experience 4 and less		5-8		More than 8		Total	
	f	P %	f	P %	f	P %	f	P %
Cognitive domain								
To remember	18	20.93	11	11.45	6	14.63	35	15.69
To understand	15	17.44	12	12.5	6	14.63	33	14.79
To apply	11	12.79	22	22.91	6	14.63	38	17.04
To analyze	22	25.58	22	22.91	10	24.39	55	24.66
To evaluate	12	13.95	12	12.5	8	19.51	32	14.34
To create	8	9.30	17	17.71	5	12.2	30	13.45
Affective domain								
To receive	10	7.40	7	7.95	10	17.24	27	9.60
To respond	29	21.48	12	13.63	10	17.24	51	18.14
To value	34	25.18	39	44.31	25	43.10	98	34.87
To organize	18	13.33	6	6.81	2	3.44	26	9.25
To internalize	44	32.59	24	27.3	11	18.96	79	28.11
Psychomotor domain								
To percept	4	8.51	4	12.9	0	0	8	9.75
To set	7	14.9	4	12.9	0	0	11	13.41
To guide response	6	12.8	7	22.58	1	25	14	17.07
To do skill normally	18	38.3	5	16.13	2	50	25	30.48
To do skill professionally	4	8.51	1	3.22	0	0	5	6.1
To adapt	5	10.6	5	16.13	0	0	10	12.2
To originate	3	6.38	5	16.13	1	25	9	10.97
Total	268	45.73	215	36.66	103	17.57	586	100

Table (5)
Chi-Square of the behavioral objectives with teachers' experience variable

Chi-Square value	Degree of frequencies	Significance level	The result
19.43	4	.001	*

*= $\alpha=0.001$

Table (5) indicates that there were statistically significant differences in the formulated behavioral objectives due to teachers' experiences. Chi-square value was 19.43, the degree of frequencies was 4; the significance level was (0.001).The findings related to this question indicated that the teachers with (4 and less) experience had got the highest percentage which was (45.73%),after that the teachers with (5-8)experience had got percentage which was (36.66%),finally the teachers with (more than 8) experience had got percentage which was (17.57%)that attributed to training the recently appointed teachers on formulating the behavioral objectives who were the most of the sample and their motivations are more than the teachers who have many years in experience. Also, they are trying to apply what they had learnt during their university study. Recently appointed teachers are more patient in writing the behavioral objectives in their lesson plans than those who have many years in experience. Also, the teachers who have many years in experience try most of their time to

formulate their lesson plans mentally (AL-Khawaldeh, 2006). The teachers of many years in experience emphasized on the cognitive domain without developing themselves that is consistent with findings brought by (AL-Rajeh ,1992), AL-Mouaiqel (2004).

Findings related to the third question:" Are there any statistically significant differences in the percentages of the distribution of the formulated behavioral objectives in EFL tenth grade teachers' lesson plans ($\alpha \leq 0.05$) attributed to teachers' academic qualifications?"

To answer this question, frequencies and percentages of the levels of the behavioral objectives according to teachers' academic qualifications were calculated and presented in table (6).

Table (6)
Frequencies and percentages of the levels of the behavioral objectives according to teachers' academic qualifications

The behavioral objectives	Teachers' academic qualifications				Total	
	B.A		M.A			
	f	P%	f	P%	f	P%
Cognitive domain	196	87.89	27	12.10	223	38.o5
Affective domain	252	89.76	29	10.32	281	47.95
Psychomotor Domain	67	81.70	15	18.29	82	13.99
Total	524	89.41	62	10.58	586	100

Table (7) frequencies and percentages were calculated and presented in the checklist of the levels of the domainsof the behavioral objectives according to teachers' academic qualifications variable.

Table (7)
The checklist of the behavioral objectives according to teachers' academic qualifications

The behavioral objectives	Teachers' academic qualifications				Total	
	B.A		M.A			
	f	P%	f	P%	f	P%
Cognitive domain						
To remember	35	17.85	0	0	35	15.69
To understand	26	13.26	7	25.92	33	14.79
To apply	33	16.83	6	22.22	38	17.04
To analyze	50	25.51	4	14.81	55	24.66
To evaluate	29	14.8	3	11.11	32	14.34
To create	23	11.73	7	25.92	30	13.45
Affective domain						
To receive	27	10.71	0	0	27	9.60
To respond	44	17.46	7	24.13	51	18.14
To value	89	35.31	9	31.03	98	34.87
To organize	26	10.31	0	0	26	9.25
To internalize	66	26.19	13	44.82	79	28.11
Psychomotor domain						
To percept	7	10.44	1	6.66	8	9.75
To set	11	16.41	4	26.7	15	13.41
To guide response	12	17.91	2	13.33	14	17.07
To do skill normally	24	35.82	1	6.66	25	30.48
To do skill professionally	4	5.97	1	6.66	5	6.09
To adapt	9	13.43	1	6.66	10	12.19
To originate	0	0	5	33.33	5	10.97
Total	524	89.41	62	10.58	586	100

Table (8)
Chi-square of the behavioral objectives with teachers' academic qualifications variable

Chi-square value	Degree of frequencies	Significance level	The result
3.789	2	.150	

The table (8) shows that there were no statistically significant differences between the formulated of the behavioral objectives due to academic qualification. Chi-square value was (3.789), the degree of frequencies was 2; the significance level was (0.150). The findings related to this question showed that the teachers of B.A. holders had got the highest percentage which was (89.41%), and then the teachers of M.A. holders had got percentage which was (10.58%). Teachers of M.A. holders were four teachers in this study and two of them were still in M.A programme and not in English language specialization and the rest two were in linguistics or in the literature of English language not in methods of teaching English language they didn't take specialized courses in methodology while the teachers of B.A. holders were twenty teachers.

Findings related to the fourth question: "What are the domains of the behavioral objectives that EFL tenth grade teachers to formulate in their

daily lesson plans according to their academic qualifications and teaching experience?"

To answer this question, interviews were conducted with (24) EFL tenth grade teachers to investigate the preferred formulated domain of the behavioral objectives in their daily lesson plans according to their academic qualifications and teaching experience. Table (9) shows the percentages of the preferred formulated domain of the behavioral objectives in their lesson plans according to their academic qualifications and teaching experience.

Table (9)

The percentages of the preferred formulated domains of the behavioral Objectives in EFL tenth grade teachers lesson plans according to their academic qualifications and teaching experience.

No.	The domains of the behavioral objectives	Percentage
1.	The affective domain	55 %
2.	The cognitive domain	35 %
3.	The psychomotor domain	10 %

The findings related to the fourth question highlighted that most of EFL tenth grade teachers preferred to formulate the affective objectives in their lesson plans which was the highest percentage that is attributed to the willingness of teachers to create a friendly atmosphere with their students and to improve and guide their feelings, values ,appreciation ,motivations ,enthusiasms and attitudes. This result is consistent with findings of the analyzed content analysis in the checklist that the affective domain got the highest percentages of the formulated behavioral objectives in EFL teachers' lesson plans .The cognitive objectives got (35%) and the psychomotor (10%) that is attributed to EFL tenth grade teachers tendencies to emphasize on the affective objectives according to their supervisors' convections which appeared in their interviews not to emphasize on the cognitive domain (Appendix I).

4.2 Summary:

The purpose of the study was to analyze the level of behavioral objectives that are formulated by EFL tenth grade teachers in their lesson plans according to Bloom's, Krathwohl's, and Simpson's taxonomy of the behavioral objectives in AL-Qaser Directorate of Education. The researcher used Percentages, frequencies, and Chi-square test (χ^2). For the analysis of the interviews, percentages were obtained for the question used in the interview.

The findings of the study revealed that the affective objectives got the highest percentages and frequencies there were statistically significant differences in the formulated behavioral objectives due to their experiences; there were no statistically significant differences between the

formulated behavioral objectives due to their academic qualifications. Most of EFL tenth grade teachers preferred to formulate the affective objectives in their lesson plans.

4.3 Recommendations:

In light of the results of the study, the researcher proposed the following recommendations.

1. Holding training courses and workshops to train teachers with varied teaching experience and academic qualifications on formulating the behavioral objectives effectively and to reveal the causes of not achieved behavioral objectives in the cognitive and psychomotor.
2. More assessing supervisors' subsequent on the formulated behavioral objectives in the lesson plans by EFL teachers; especially the teachers who had many years in teaching experience.
3. Retraining EFL teachers with varied academic qualifications on the strategies of formulating the behavioral objectives by using the domains and their levels to enhance their lesson planning practices and provide teachers of up-date in formulating the behavioral objectives.
4. Similar studies ought to conduct to investigate other areas such as an analysis of the content of EFL teachers' notes on formulating the behavioral objectives and the relationship between the written behavioral objectives and the actual implementation of them. Such studies may shed more light on the behavioral objectives in other Directorates of Education in Jordan.

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Appendix (I)
Sample of Interviews

The interview model

School: Smakeih secondary school for girls

Gender : Female

Experience: 22 years

Qualification: B.A. English

What are the domains of the behavioral objectives that you prefer to formulate in your daily lesson plans according to your academic qualification and teaching experience?

I prefer to write the cognitive objectives domain to develop my students' mental skills and abilites which are the most important for them

RESEARCHER:
AYAT NASER AL-DARARJEH

The interview model

School: faqu' Secondary school

Gender : male

Experience: 2 years

Qualification: B.A in English language.

What are the domains of the behavioral objectives that you prefer to formulate in your daily lesson plans according to your academic qualification and teaching experience?

I prefer to use and write affective objectives because of recommandations from my supervisor and to create afrindly invsroument between students themselves and their teachers and their environment.

RESEARCHER:
AYAT NASER AL-DARARJEH

Appendix (II)

Sample of Lesson Plans

Lesson Plan

Class: 10 th
Number of classes:
Previous learning:
Vertical Itegration:

date:from 6/4 ----to 10/4

Unit Title: 4
lesson title:

Horizontal Itegration: 9th Grade

No.	Specific Outcomes	Material/ Resources	Teaching Strategy	Assessment Strategy	Assessment Tool	Procedures	Duration
1-	use qualifing adverbs	SB Cassette	1/7	3/1		Ss read the adverbs in the box to say which mean "more than "very" and which means "less than "very". then Ss listen to the cassette to complete the dialogue.	15 minutes
2-	roleplay a selling situation, persuading people to buy a gadget.	SB	1/3	3/1 4		Ss now follow the stages to try to sell their gadgets in group or pairs Ss can work. T. walks round to help if necessary.	20-25 minutes

Lesson Plan

Class: 10th
Number of classes:
Previous learning:
Vertical Itegration:

date:from 6/4 ----to 10/4

Unit Title:
lesson title:

Horizontal Itegration: 9th Grade

No.	Specific Outcomes	Material/ Resources	Teaching Strategy	Assessment Strategy	Assessment Tool	Procedures	Duration
3-	check and consolidate grammar studied in this module determiners, adjs, adv.	SB	1 3	3/1 4		Ss look at the exercise from 1 to 5 and in group answer them one by one. T listens and monitors their work then Ss answer them aloud	40-45
4-	practise the pronunciation of /æ/ + /e/	Cassette SB	1	3/1 4		Ss listen and repeat words. then listen to pairs of word repeat them and classify the sound they hear to /æ/, /e/. Ss look at the whole module and find words like this	20 minutes

Class/level : Tenth
Number Of Class : 2
Previous learning:......................
Vertical Integration:..........................

Lesson plan

Date: from : 20/4 To 21/4

Unit Title: Money

Lesson Title: Adverts ✓

Horizontal integration:..................................

No.	Specific Outcomes	Material / Resources	Teaching strategy	Assessment strategy	Assessment Tool	Procedures	Duration
1.	To learn the new meanings and give their openions about things	S.B. P.56	5.	1.	1.	– Writing the new words with their meanings and students read and give openions with the teacher's help.	48 m
2-	To use (also, either plus, too)	S.B P.57	4.	1	1	– Writing the rules of (also, either, plus, too) on the board and some examples.	45 m.

Day&Date	Section	Period	Fulfilled Outcomes	Homework
				Completing
				sentences.

Reflection:

I feel satisfied with : Students interested with the subject

Challenges that faced me : To make the boys imagin the situations

Suggestions for improvement: ....
....

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

Lesson Plan Page No (1)

Class/Level: 10th Grade

Date: from 6/4 **to** 9/4 [illegible]

Number of Classes: 4 classes

Unit Title: Money

Lesson Title: Adverts

Previous Learning: The adjectives in general.

Vertical Integration: 7th / 9th Grades

Horizontal Integration: Arabic – Science.

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1.	To read a text and distinguish fact from opinion	Student's book	3	4	3	① Introduction: T. checks Voc.s with St.s in the key words. St.s in pairs, discuss the gadgets giving their opinions.	20 minutes
2.	To use ed and ing adjectives	Activity book	1	2	1	② T. writes two sentences on the board one with	20 minutes
3.	To use linking words: also / plus / too	Magazine	1	2	1		10 minutes

(Daily follow –up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
Sunday 6/4	–	–		To do exc. at home.
Monday 7/4				
Tuesday 8/4				

Reflection:

13. I feel satisfied with St.s using of linking words

2. Challenges that faced me to differenciate between ed and ing adj.s

15. Suggestions for improvement To practise more reading

[illegible]

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by: Nazek

Lesson Plan 2

Class/Level: 10th Grade

Date: from 6/4 **to** 9/4

Number of Classes:

Unit Title: Money

Lesson Title: Adverts

Previous Learning:

Vertical Integration: 7th / 9th Grades –

Horizontal Integration:

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
4.	To talk about a certain gadget in the class.	A gadget	4	4	3	ed adjectives the other with ing. St.s complete the ex. with the correct adj. 4 T. demonstrate the activity using a thing and St.s ask ten Q.s to know what is it.	20 minutes, 20 minutes

(Daily follow –up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
Wednesday				To write about certain gadget
Thursday				

Reflection:

13. I feel satisfied with

2. Challenges that faced me

15. Suggestions for improvement

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by: Nazek

Class/ level 10th Unit Ttitle Money **Lesson plan**
Previous Learning Adverts Lesson Title Communication workshop Number of Classes 2 3 Date from 1.1
Vertical Integration Horizontal Integration

No	Specific Outcomes	Material/ resources	Teaching strategy	Assessment Strategy	Assessment Tool	Procedures	Duration
1-	To extract specific information from an advertisment to Copy and Complete the information	S.B page 58 e.x 1	1	2	5	- Asking specific questions about an advertisment - Ss read to answer questions - Asking students to copy and complete the information - Ss complete the information after reading	20 minutes
2-	To write an advertisment for a gadget	S.B page 58 e.x2 W.B page 45 e.x 1,2	3	2	2	Asking students To read a stages for writing - Ss follow the stages in writing - Ss write an advertisment according to the stages of writing using linking word and punctuation	20 minutes

Day& date	Section	Period	Fulfilled outcomes	Homework
Tuesday 1/4/2008	10th	1st	1,2,3	—

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestions for improvement

Class/ level Unit Ttitle **Lesson plan**
Previous Learning Lesson Title Number of Classes Date from to
Vertical Integration Horizontal Integration

No	Specific Outcomes	Material/ resources	Teaching strategy	Assessment Strategy	Assessment Tool	Procedures
3-	To describe objects using facts and opinions	W.B e.x 2,3	3	3	1	- Asking students To Name some object - Ss describe object using facts about these object and ask them about their opinion. Ss complete sentences and test adjective expressions
4-	To extract specific information from a dialogue	S.B e.x 1 T.B	1	2	2	Asking students to read a dialogue Ss listen carefully to the teacher and write the missing words Ss write the words in the dialogue

Day& date	Section	Period	Fulfilled outcomes	Homework
wednesday 2/4/2008	10th	4th	4,5,6	—

Reflection :

1- I feel satisfied with Ss describe things and pictures

2- Challenges that faced me

3- Suggestions for improvement Giving real objects from their class to describe and write about their description

Describing an Event

Class: 10th Grade
Date: 1-4-2008

Title: Workshop
Day: Thursday

Subject: English
Lesson:............

Learning outcomes	Strategies of instruction	Assessment tools	Learning resources
Ss should be able to describe and event ora celebration you went to	* Direct instruction Task ss to describe a celebration you went to - Ss write a description of a celebration	observation and performance	

Recording strategy:...............................

Assessment strategy:.....................

Names	Criteria			
	1	2	3	Totals

Notes:..
....

Appendix (III)

The Content Analysis Checklist

The Content Analysis Checklist

Academic qualification: B.A. M.A.
Teaching experience: 4and less 5-8 more than 8

Behavioral objectives		F	P %
The levels	**Cognitive domain**		
	The verbs		
Remembering	To remember ,define, describe, identify ,label ,list, match, name outline, reproduce ,select ,state		
Understanding	To understand, convert, defend distinguish, estimate ,explain ,extend, generalize, give examples ,infers ,paraphrase ,predict ,rewrite ,summarize		
Applying	To apply ,change, compute, demonstrate ,discover ,manipulate ,modify ,operate ,predict ,prepare ,produce, relate ,show ,solve ,use		
Analyzing	Toanalyze,breakdown,diagram,differntiate,discriminate,distinguish,illustrate,infers,points out ,relate, select, separate, subdivide		
Evaluating	To evaluate,appriase,compare,conclude,contrast,critisize,describe,justify,interpret		
Creating	To create ,categorize ,combine, compile ,compose , devise, design ,generate ,modify, organize, plan, rearrange, reconstruct ,revise, recognize, tell		
	Affective domain		
	The verbs		
Receiving	To receive,ask,choose,describe,follow,give,hold,identify,locate,name,point to, select ,sit erect, reply, use		
Responding	To respond, answer ,assist, comply ,conform, discuss, greet ,help ,label, perform, practice, present ,read recite, report, select, tell, write		
Valuing	To value, complete, differentiate ,explain ,follow ,form ,initiate ,invite ,join ,justify ,propose ,report ,select, share, study, work		
Organizing	To organize ,adhere ,alter ,arrange ,combine ,compare ,complete, defend, generalize ,integrate, modify ,order, prepare		
Internalizing	To internalize, act, discriminate ,display ,influence ,listen ,perform ,practice ,propose ,qualify ,question ,revise ,serve ,solve ,verify		
	Psychomotor domain		
	The verbs		
Perception	To percept, grind , grip , perform		
Set	To set, calibrate, compose, connect ,construct ,build		
Guided Response	To guide response, copy ,correct, type		
Mechanism	To do skill normally ,clean ,mix , write, draw		
Complex Overt Response	To do skill professionally ,measure ,organize ,paint		
Adoption	To adapt, change ,fix, drill ,mend, operate ,repair		
Origination	To originate, assemble ,dismantle		
Total			

Appendix (IV)

A Letter from the University to the Ministry of Education

MU'TAH UNIVERSITY

President Office

جامعة مؤتة

مكتب الرئيس

Ref. :

Date :

الرقم : ١٠/١٣٥/ ٣٤٦

التاريخ : ٢٩/ربيع الثاني/١٤٢٩هـ

الموافق : ٥/٥/٢٠٠٨م

معالي وزير التربية والتعليم المحترم

تحية طيبة، وبعد:

فأرجو معاليكم التكرم بالإيعاز لمن يلزم بتسهيل مهمة الطالبة آيات نصر الدرارجة / ماجستير مناهج وأساليب تدريس اللغة الإنجليزية في تطبيق استبانة دراستها الموسومة بـ:

"An Analysis of the Lesson Plans of Tenth Grade EFL Teachers in Al- Qaser Directorate of Education"

على المدارس التابعة لمديرية التربية والتعليم في لواء القصر / محافظة الكرك؛ لاستكمال متطلبات الحصول على درجة الماجستير.

شاكرين لكم اهتمامكم وحرصكم على التعاون مع جامعة مؤتة.

وتفضلوا بقبول فائق الاحترام،،،

رئيس الجامعة

د. سليمان عربيات

٦ - أيار ٢٠٠٨

نسخة / عميد الدراسات العليا

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